

Progress Monitoring by Instructional Text Reading Level

Grade	Months of the School Year									
	1	2	3	4	5	6	7	8	9	10
K	NA	NA	NA	NA	A/B	B	B	C	C	C
1	C/D	D	E	F	G	G	H	H	I	I
2	I/J	J	J	K	K	K/L	L	L	M	M
3	M/N	N	N	N	O	O	O	P	P	P
4	P/Q	Q	Q	Q	R	R	R	S	S	S
5	S/T	T	T	T	U	U	U	V	V	V
6	V/W	W	W	W	X	X	X	X	Y	Y
7	Y	Y	Y	Y	Y/Z	Z	Z	Z	Z	Z
8	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
9-12	Z	Z	Z	Z+	Z+	Z+	Z+	Z+	Z+	Z+

- The chart above shows expected grade level performance for 10 months of the school year. School districts may want to revise these expectations to align with their own.
- Each level indicates the instructional level; that is, the level that he or she can read with instructional support (for example text introduction). The instructional level is highest level a student can read with 90% accuracy and satisfactory comprehension (levels A-K) or 95% accuracy and satisfactory comprehension (levels L-Z).
- The student's independent reading level will be one or two levels lower. The independent level is one at which the student can read without teacher support.
- If the student's instructional level matches the indicated level at the particular point in time, the student can be considered to be reading on grade level. If the student's level is higher, then the student can be considered to be reading above grade level. In this case, the student may be reading independently at the level.
- If a student's instructional level is lower than that indicated at the point in time, the student will need intervention. If the student is one to three levels lower, a Tier 2 intervention is needed. If the student is three+ levels lower, a Tier 3 intervention may be needed.
- At some points in time, students may be transitioning from one level to another (for example, K/L in month 6 of second grade). That means the student is reading mostly at the lower level but taking on some texts at the higher level with success. For purposes of analyzing data, consider the lower level (K in K/L) as reading on grade level.